**The Six Cs of Motivation**

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|  | **Definition** | **Application** |
| **Choice** | Giving students choices promotes intrinsic motivation. Students are more motivated to do the work when the assignment encompasses one of their personal interests. The choices must be relevant to the students either in feeling (a degree of enjoyment) or value (gaining knowledge). | Give students the freedom to select from a range of topics or ideas.   * Let students submit their own topic ideas when the subject matter is not an issue * Provide students with a variety of media choice by which to accomplish the task * Collaboration with peers should also be an option |
| **Challenge** | Placing expectations just beyond the students’ skill level provides motivation. If the work is too difficult the students become stressed and anxious, but if there is not enough of a challenge the students become bored. To provide challenging work that is neither extreme the teacher needs to monitor the goals through the students’ feedback. | Set goals high, but not too high to become frustrating   * Provide opportunities for students to provide feedback on the level of difficulty * Revise tasks according to feedback * Break more difficult tasks into smaller more manageable pieces. |
| **Control** | Allowing students to take ownership for their actions and learning gives them a sense of ownership and control over their learning. Giving them some control over decision-making in the classroom lets them be a part of the entire learning experience. | Use the Democratic process when applicable   * Give students several options to choose from for class projects or allow them to submit proposals using their own ideas * Give students the opportunity to self-evaluate * Allow student input when deciding due dates – be firm yet flexible |
| **Collaboration** | Encouraging students to share ideas enhances thinking and learning and provides inspiration. | Peer evaluation   * Collaborative pairs * Jigsaw Activity – assign members to home groups and expert groups * Allow students to teach to their peers |
| **Constructing**  **Meaning** | Allowing students to find the value and importance in the tasks they are asked to complete helps to motivate them and enhances their ability to construct meaning. | Conduct individual or small group conferences to discuss the importance of the work that the students are doing.   * When learning certain tasks (i.e. learning to read, use a computer, adding or subtracting) have others demonstrate the importance of the skill in life. |
| **Consequences** | The end result in a learning project. This is how the students can show others what they have learned. | Displaying student work   * Entering student work in contests or competitions. * Creating a performance for others * Publishing student work * Having a celebration when the work is completed. |